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ABSTRACT

Aware of problems both with the lack of preparation on the part of their cooperating teachers and with beginning teachers' transitions from theory to practice, Tennessee Wesleyan College designed two experimental programs: a) Workshop Experience for Cooperating Teachers, wherein the roles of the cooperating teachers were explored, and b) Workshop Experience, Problems of Beginning Teachers, wherein many of the problems faced by beginning teachers were delineated and analysed. Both workshops explored, in depth, the performance-based teacher education model. A unique feature of both these programs is that the total cost for conducting them was underwritten by the college. There was no tuition cost for participants. Thirty-five cooperating teachers and twenty-five beginning teachers were enrolled. (Descriptions of workshop objectives, personnel, budget, and evaluation procedure and data are included in the text of this document.) (Author/JA)

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Name of Program Submitted: Two Experimental Programs: A Workshop Experience For Cooperating Teachers and a Workshop Experience for Beginning Teachers

Institution (complete name): Tennessee Wesleyan College

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Campus Public Information Officer: Steve Bell

Faculty Member Responsible for Program: Robert Ryberg

Title of the Faculty Member: Chairman - Education Department

Signature: Jonathan W. Kay, Jr.

Title: Academic Dean Date: November 21, 1973

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Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Tennessee Wesleyan College, extremely cognizant of its commitments both to graduates of the institution, and to cooperating teachers, has designed two experimental programs: (1) Workshop experience for Cooperating Teachers wherein the roles of the cooperating teacher have been analyzed, and various means of improving instruction have been explored; and (2) Workshop experience, Problems of Beginning Teachers wherein many of the problems faced by beginning teachers have been delineated and analyzed. Both workshops explored, in depth, the performance based teacher education model. A unique feature of both these programs is that the total cost for conducting these experiences was underwritten by Tennessee Wesleyan College. There was no tuition cost for participants. Thirty-five cooperating teachers were enrolled, and twenty-five beginning teachers participated in these separate programs. Both programs will be continued.

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Program Summary

Two experimental programs have been undertaken at Tennessee Wesleyan College. One program has been designed for cooperating teachers and the other program is being offered to graduates of the institution who have been teaching two years or less. Workshops are being provided, at no tuition cost to the participants, in two general areas: (1) Improvement of Instruction; and (2) Problems of Beginning Teachers.

Beginning in February, 1973, any teacher who had served as a cooperating teacher for Tennessee Wesleyan College during the school years 1971, 1972, and 1973, was invited to join in a workshop experience. Objectives for the workshop were determined by the participants: (1) clarification of the roles of cooperating teachers, (2) how to increase the number of instructional options for both pre- and in-service teachers; (3) acquiring new teaching methods and techniques; (4) an in depth study of performance based teacher education; (5) use of observational methods in the classroom and (5) how to work with values clarification and strategies.

Beginning in the Fall, 1973, and continuing through the Spring, 1974, any former graduate of Tennessee Wesleyan College who has been teaching for two years or less, has been invited to participate in a workshop experience designed to bridge the gap between pre-service and in-service. The participants jointly developed the objectives:

(1) effective classroom management; (2) how to individualize instruction; (3) curriculum theory and application (the teacher as a decision-maker); (4) role expectations of the beginning teacher; (5) use of questioning strategies in the classroom; and (6) problem diagnosis and resolution.

These two educational experiences were offered in the belief that teachers, as professionals, must freely and without threat, participate in their own intellectual and performance growth. These workshops were further predicated on the belief that competence and zeal are perhaps the two most important factors classroom teachers need in order to facilitate quality instruction. An emerging and pivotal theme has already been generated by the workshop participants: self-assessment is probably the most powerful means yet developed for a teacher to be the master of his own professional growth.

Description and Development of the Program

Early, during the Fall, 1972, the staff of the Education Department of Tennessee Wesleyan College came to the realization that many cooperating teachers, while quite anxious to render genuine professional service, failed to have (exhibit) a solid understanding of their various roles as these roles applied to working with student teachers. Further, it became apparent that some of these same teachers felt they were not fully appreciated since student teaching fees were not passed directly on to them, but were paid to the various school systems directly. (Discussion of fees for student teaching, etc. is beyond the scope of this paper because of the highly political overtones and complexity of the situations.) As student teachers from the college were systematically observed, it also became patently obvious that many of these students were frustrated because their cooperating teachers failed to allow implementation of newer methodologies and techniques in their classes. Few of the cooperating teachers allowed student teachers to employ a variety of instructional options. Some of the student teachers complained because they were unable to openly discuss analyses of the teaching functions with their cooperating teachers. The Flanders system of Interactional Analysis had been introduced to all student teachers during that Fall, and many of these students, when attempting to utilize the model in their

classroom teaching, met some type of opposition. As part of their pre-service experience, student teachers during early September, 1972, were introduced to value clarification strategies. Again, the use of these strategies was not fully understood by all the cooperating teachers.

As a result of these, and other disparities, a plan was formulated to bring on the campus, those cooperating teachers who so desired, a workshop experience to be titled Improvement of Instruction. The workshop was to be initiated on February 1, 1973.

At this point in the narrative it should be emphasized that for this course to become a reality, certain procedural matters were rigidly followed. Permission to offer this educational experience was required from the President of the institution, Academic Dean, Curriculum and Policy Subcommittee, Academic Affairs Committee, and finally, a positive vote of endorsement from the entire faculty. Thus the plan to offer cooperating teachers this experience required endorsement and support of the college community. As a result of this support, six quarter hours of credit was given to each cooperating teacher who successfully completed the course. Since Tennessee Wesleyan College does not offer a master's degree, these hours of credit could generally be used only for re-certification. The workshop met one night per week for fourteen weeks for three hours.

At the first meeting, cooperating teachers were asked to

to identify their interests, needs, concerns, and objectives for this experience. They were also pressed for a commitment in terms of effort. The areas of investigation which the cooperating teachers wished to pursue developed on the following topics:

1. The roles of the cooperating teacher.
2. How to increase the number of instructional options for both pre-service and in-service teachers (autonomy in the classroom).
3. How to acquire new teaching methods and how to employ new teaching techniques.
4. What is/was performance based teacher education and how does/did the notion of accountability affect the classroom teacher?
5. How to use observational methods in the classroom, especially Flanders System of Interactional Analysis.
6. What could be the advantages/disadvantages of using value clarification strategies in the classroom?

Also in the Fall of 1972, informal assessments and evaluations were undertaken of recent graduates of Tennessee Wesleyan College who were teaching within a one-hundred mile radius of the campus. The model employed was that proposed by J. T. Sandefur. These evaluations were conducted through the Spring, 1973. Superintendents, principals, and the graduates themselves were querried about their initial teaching performances in the classroom. Two resounding themes developed: (1) how to more perfectly blend the theoretical approach to teaching with the practical life in the classroom; and

(2) how to keep the basic concepts of teaching securely anchored to professionalism and idealism.

Out of these growing concerns arose the realization that Tennessee Wesleyan College, through its staff and facilities, should perhaps, see the first and second year beginning teacher through that crucial period when idealism could so easily turn to negativism. Therefore, a workshop in Problems of Beginning Teachers was conceived.

Again, and as indicated earlier, this proposal required the various endorsements of the Administration, faculty subcommittees, full committees, and finally, the approval of the full faculty.

Beginning then, on September 15, 1973, and continuing through May, 1974, those graduates of Tennessee Wesleyan College who have been teaching two years or less, have been invited to participate in this workshop experience. This workshop meets on alternate Saturday mornings for a three hour session, and students are given three quarter hours credit for each term they attend.

At the first meeting, the beginning teachers were asked to identify their problems. From these, twelve areas for investigation were identified:

1. What to do when theoretical constructs learned in college, seemed to fail when put into practice.
2. How to keep alive the flame of idealism rather than capitulating to existing practices.

3. How to maintain sanity in the classroom with so many discipline problems. This area of investigation led to a thorough analysis of current behavior modification theories with a special treatment of the moral implications.

4. Against a former theoretical background in how to individualize instruction, how, in practice, should it be accomplished.

5. The decision-making capabilities of the teacher as these decisions relate to the development of curriculum.

6. The roles of the beginning teacher as viewed from administrators, co-workers, students, community, and role expectations of the beginning teacher.

7. Better use of questioning strategies.

8. An in depth study of performance based teacher education.

9. Additional study in the use of Flanders' System of Interactional Analysis.

10. The use of value clarification strategies in the classroom.

11. Diagnosing classroom learning environments.

12. Use of problem-solving techniques in the classroom.

Objectives
Workshop For Cooperating Teachers

1. To define, clarify, and assess the roles of the cooperating teacher as those roles related to working with student teachers.

2. Ways in which instructional options available to cooperating teachers could be increased.

3. Acquisition of new teaching techniques.

4. Open analysis of teaching function through an examination of the performance based approach.

5. Study of observational methods in the classroom

6. Study of values clarification and resulting strategies.

Objectives
Workshop - Problems of Beginning Teachers

1. To define, clarify, and assess the role of the beginning teacher as that role tended to become distorted when a dichotomy appeared between theory and practice.

2. To foster the challenge of idealism on the part of the beginning teacher, rather than to encourage capitulation to existing practices.

3. To study various methods of classroom management, especially the various behavior modification techniques and phenomenological approaches.

4. To study what it means to <u>really</u> individualize instruction.

5. To study the teacher as a decision-maker, especially in the area of curriculum theory and application.

6. To study role expectations for beginning teachers.

7. Use of questioning strategies in the classroom.

8. Open analysis of teaching function through an examination of the performance based approach.

9. Study of observational methods in the classroom.

10. Study of values clarification and resulting strategies.

11. How to diagnose classroom learning environments.

12. Study of problem solving to improve classroom learning.

Personnel

The Administrative Staff, Office of the Academic Dean, Education Department Staff, and Support Services Staff of Tennessee Wesleyan College have been actively involved in these two experimental programs. As outlined earlier, full endorsement of the College Faculty was required before these approaches could become realities. The Publicity Department of the College was, to some extent, involved in informing the various news media about these two programs. The workshops were fielded by various members of the Education Department Staff with organizational matters channeled through the Chairman of the Education Department. The Chairman also assumed the major responsibility for teaching/conducting the workshop experiences. The Academic Dean also assisted in conducting the workshops.

Budget

The cost for the first year of these experimental programs has been determined at $12,000. This total reflects both direct and indirect costs. Again it may be pointed out that no student in either workshop was charged tuition. The assumption is being made that Tennessee Wesleyan College will continue to underwrite the costs for future workshops in these two areas.

Evaluation Procedures and Data

The underlying assumption concerning evaluation of these workshop experiences is that evaluation will have to be based primarily on what the teacher has accomplished in the classroom. To base evaluation primarily on any other criteria would, it would seem, tend to destroy the central objectives of these workshops. Students in these workshops were informed at the first class meetings their course evaluations would consist of self-assessments, and that they would be responsible for the direct improvement of their behaviors through their own scrutiny and study. Students were especially urged to use data generated from utilization of Flanders' Interaction Analysis, and data generated from employment of the Diagnostic Tools designed by Robert Fox, Margaret Barron Luszki, and Richard Schmuck.

Richard Bodine has stated:

> Self-assessment is probably the most powerful means yet developed for a teacher to be the master of his own professional growth. Self-assessment is bold but easy to understand, revealing and thus threatening, majestic in goal and thus giving dignity to the teaching profession.
>
> Self assessment, like opening a door, allows a person to look into and see what he is actually doing in the classroom. It is a mirror of his present teaching behavior. It gives the teacher objective information about his role in the classroom and enables the teacher to learn as much as he can about his own methods of working with and influencing children and other people. Through self-assessment a teacher can decide what skills and methods are important to him to apply in order to meet effectively

the needs of the children in his classroom. We can scrutinize and study his professional behavior and decide whether he is successfully guiding the learning activities of his children; whether he is interacting with his children both as individuals and as a group; and whether he is exerting a positive influence on the children and on the learning environment of the classroom

Bodine tells us further:

> In-service training by self-assessment deals with classroom interaction among the teacher, the students, and the materials. Only if classroom behavior and classroom interactions are changed is the work with new or existing materials of any added value. When the overt behavior of the teacher changes, there is change in the classroom.
>
> It can be implied, therefore, that in order to bring about meaningful change in teacher behavior, it is necessary to go beyond an in-service training program that stresses only information or attitudinal changes and to examine existing behavior and the practice of new behavior. It becomes imperative that the teacher be actively engaged in an in-service program dealing with actual teading.

Perhaps the strongest example of evaluating these workshop experiences rests in the fact that 90% of all students enrolled have invited the primary instructor for these courses into their classrooms and to videotape their teaching. Further, these same individuals have been willing to analyze their teaching postures and to make realistic diagnoses.

Contributions of these Programs Toward Improving Teacher Education

Area I. Program Development.

1. Use of these experimental programs have contributed feedback, both from the cooperating teachers and from the first year teachers. in how better can we design viable programs.

2. The key or thread interwoven through these two courses is that of evaluation. Evaluation in program development for both pre-service and in-service teachers may be predicated on the following assumptions:

a. The teacher must have access to self-evaluative procedures to help him make professional decisions regarding his own skills and possibilities.

b. Administrators must have help in determining those teachers who have met performance criteria. In order for us to make sure that good use is made of existing talent and that better talent is drawn into the field, we must see to it that teachers know the criteria by which their professionalism is evaluated, and that these criteria be established in non-threatening atmospheres where much needed support may be found.

c. Through better program development we may be able to find a systematic means of evaluating and researching the appropriateness of the teacher performance criteria we employ.

d. If in-service training is to have the flexibility it requires, we must develop self-regulating research models to help us make decisions about the effectiveness of our training methods in reaching the goals we have set for our teachers. Such research models must provide feedback to the system of alternative training procedures as a way of adding, dropping, and modifying those procedures. The models must be such that additions to evaluative procedures and performance criteria can be made on the basis of information arising out of training modifications. And, even more centrally, the models must provide initiative for the investigation of aptitude-treatment interactions. We need to gather systematic data on the teachers going through an in-service program so that we can obtain the kind of research that will tie particular sets of individual variables to optimal sequences of training experiences as means to particular goals. In brief, we need to know what kinds of teachers require what kinds of experiences in what order and at what times to help them meet given performance criteria. In this area, as in other research efforts tied to a viable in-service program, it is imperative that feedback operate in both directions. That is, the findings of research must direct changes in in-service training on a general and individual scale, but at the same time, changing developments in the training and its priorities must direct shifts in the focus of research. Dwight W. Allen

Area II. Professional Commitment.

1. Through the medium of these two approaches, it should appear that Tennessee Wesleyan College, as reflected by its Administration, Faculty, and Staff, does not see the professional preparation of prospective teachers as a dollars and cents proposition. Rather, it sees a continuing and abiding commitment to its graduates.

2. Certainly those who prepare teachers should be acutely aware of school and community relations. These programs tell school

officials that Tennessee Wesleyan Colleges' approach, through experimental programs, is attempting to reinforce teachers in their schools: both experienced teachers and the neophytes. These approaches surely exhibit concern for greater emphases in the training and re-training of teachers. Two of these areas of emphasis are:

a. Communication through dialogue. In these two approaches, cooperating teachers have shared their concerns about student teachers and then about their own individual problems in teaching. As these dialogues continue, open communication without threat, has resulted.

1. Change. Workshops of these types can promote the notion of change, and, hopefully, without the fears that are sometimes associated with the concept of change. Both practicing teachers and the beginning teachers were exposed to some of the tremendous changes moving through the education domain.

3. Tennessee Wesleyan College strongly believes that to turn out products,who simply have certificates which enable them to teach, is perhaps the poorest justification of all, for having a teacher education program. We believe that the concept of a teacher education program built on the foundation of the liberal arts tradition has much to commend it over the more professionally oriented programs. While method is important, life is more than

'method" and our attempt to help cooperating teachers and the beginning teachers is an attempt to go beyond method and out into life.

Area III. Personal Commitment.

Perhaps the strongest implication for teacher education growing out of these two experimental programs is that of telling our cooperating teachers and our beginning teachers, "We care for you." These approaches take a strong look at how much we are willing to risk of ourselves in order to see to it that perhaps, there are ways of improving the quality of teaching which are person-centered rather than program centered.

If teacher education institutions are going to continue developing "love/caring curriculums" and humanistically-oriented curriculums, then at some point they may want to push out and fully develop them. They must consider taking some risks. We consider the development of these two programs to have been high-risks. There were no external pressures applied to any participants. The only reward was that of college credit, and to date we have had no requests from individuals enrolled in these courses to use these credits. That thirty-five cooperating teachers and twenty-five beginning teachers chose to participate in these experimental programs may indicate, to some degree, future implications for teacher education programs.